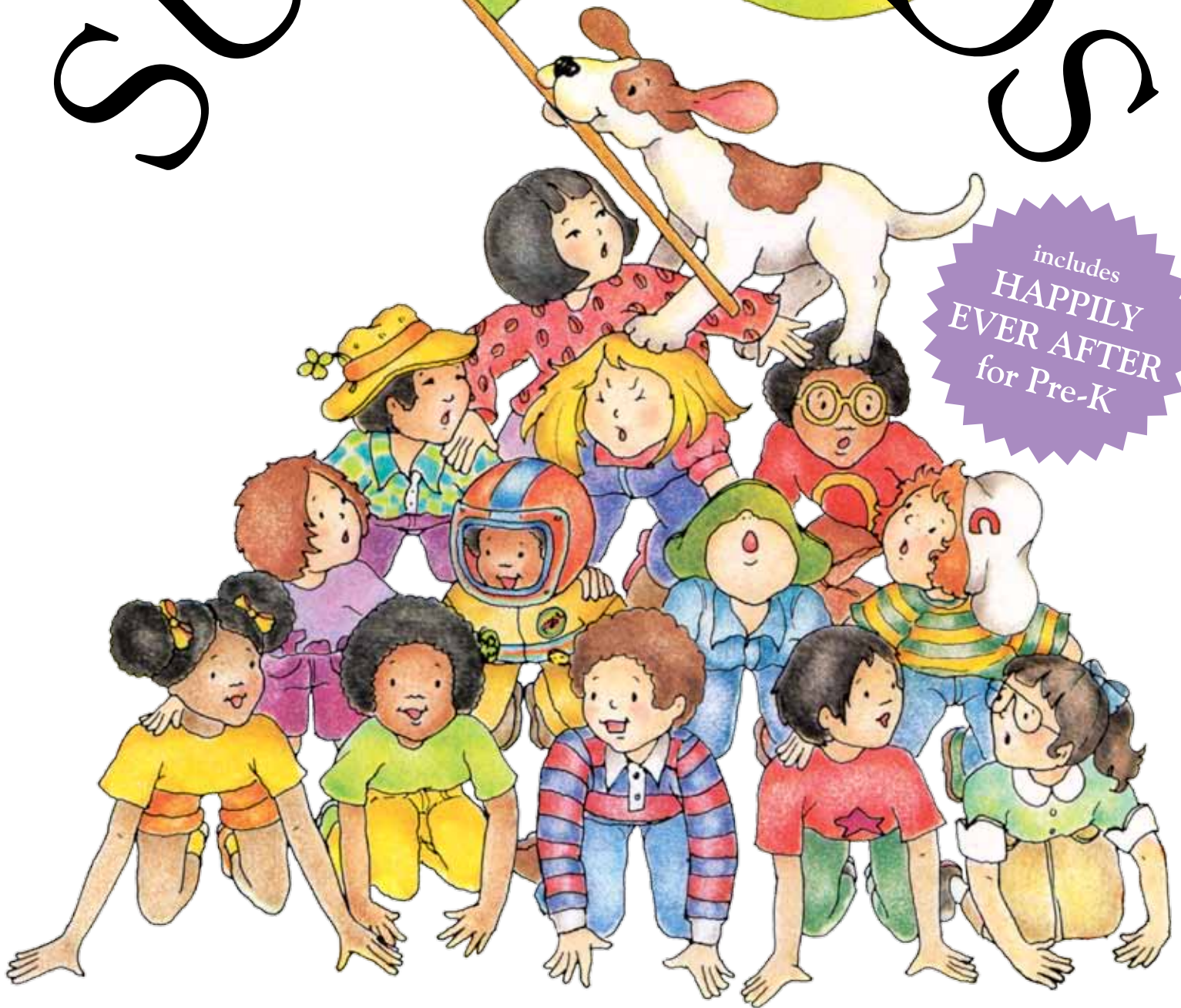


THE SUPERKIDS READING PROGRAM

SUPERKIDS



Core Instruction Charts

Essential Skills Taught in Pre-Kindergarten Through Second Grade

Core Instruction in Pre-Kindergarten
Reading Readiness: *Happily Ever After*

Pacing Information for *Happily Ever After*

- 10 units, 100 lessons
- Teach 1 lesson per day, 15–30 minutes.
- Each unit takes about 2 weeks to teach.

- Instruction can also be done a few times each week throughout the school year.

UNIT	<div>1</div> <div>Little Red Riding Hood</div>	<div>2</div> <div>The Three Bears</div>	<div>3</div> <div>La Tortuga</div>	<div>4</div> <div>The Elves and the Shoemaker</div>	<div>5</div> <div>Jingles, Poems, and Rhymes</div>	<div>6</div> <div>The Nightingale</div>	<div>7</div> <div>City Mouse and Country Mouse</div>	<div>8</div> <div>The Tug of War</div>	<div>9</div> <div>Peter and the Wolf</div>	<div>10</div> <div>A B C Book</div>
Vocabulary and Concepts Function words and abstract concepts are introduced with Concept Boards and practiced with Activity Pages. Story vocabulary is also introduced and discussed for each unit’s story.	Same, different; across, under	Categorizing; over; big, large, medium, little, small	Round, around; in, on	Parts of a whole; top, middle, bottom	In front of, in back of, next to, behind, between	Left, right; first, next, last; angry, surprised, happy, sad	Long, short	Wide, thin; up, down; above, below	More	Rhyming
Shapes Shapes are introduced with Concept Boards and practiced with Activity Pages.	Line, dot		Circle		Square	An X	Rectangle, arrow		Triangle	Review all shapes
Colors Colors are introduced with Concept Boards and practiced with Activity Pages.	Red	Blue	Yellow	Green	Purple	Black	Brown	Orange	White	Pink; review all colors
Auditory Discrimination and Phonological Awareness The skills listed are taught as a CD activity in Lesson 6 of each unit. Additional skills are taught and reinforced in Daily Routines.	Identify same and different sounds	Identify sounds	Identify soft and loud sounds	Identify if spoken words are the same or different	Identify a sequence of sounds	Identify first and last sounds in sequence	Identify if spoken sequences of words are the same or different	Identify same and different beginning sounds in words	Identify same and different beginning sounds in words	Identify rhyming words
Letter Recognition Children identify and match capital and lowercase forms of letters in Lesson 4 of every unit.	A, a; B, b	C, c; D, d	E, e; F, f	G, g; H, h	I, i; J, j; K, k	L, l; M, m; N, n	O, o; P, p; Q, q	R, r; S, s; T, t	U, u; V, v; W, w	X, x; Y, y; Z, z
Visual Development Visual skills are developed throughout the program. Children also locate and describe pictures in stories and Activity Pages.	Locate and match pictures; discriminate figure from ground	Discriminate between sizes	Locate and identify pictures	Identify details in pictures; compare and contrast pictures	Complete shapes; recognize patterns	Match facial expressions with feelings; recognize patterns	Identify details in pictures	Recognize and extend patterns; recall an item removed from a group	Discriminate between figure and ground; recognize patterns	Compare and contrast pictures; recognize and extend patterns
Fine Motor Skills Skills are practiced with Activity Pages. Children also cut, fold, glue, trace, and/or color in every unit.	Underline with a crayon	Draw lines over, under, and across with a crayon	Circle with a crayon	Circle with a crayon	Trace and color in a square	Mark an X with a crayon	Follow an arrow; trace a rectangle	Review all marks with a crayon	Make all marks with a pencil	Draw pictures; make marks with a pencil
Comprehension The skills listed are taught in Lesson 3 of every unit. In addition, children answer questions and complete comprehension pages about each unit’s story.	Recognize beginning, middle, and end of a story	Determine important ideas	Use prior knowledge	Summarize a story	Respond and connect to a story	Use illustrations	Make predictions	Distinguish between reality and fantasy	Recognize the problem and solution in a story	Generate questions
Emergent Writing Children dictate text in Lesson 3 of every unit. In addition, specific print awareness skills are taught in Daily Routines and, starting in Unit 6, with Big Book stories.	Dictate sentences that Little Red Riding Hood might say	Dictate sentences that Goldilocks might say	Dictate names and responses people say when their name is called	Dictate parts of a thank-you note	Dictate sentences about wishes	Dictate words about favorite places	Dictate reasons characters might give each other	Dictate words and phrases about oneself	Dictate predictions about story characters	Dictate rhyming words

Core Instruction in Kindergarten

Level 1: *Meet the Superkids*

Pacing Information for *Meet the Superkids*

• 13 units, 85 lessons

• Each unit takes about 1.5 weeks to teach.

• Teach 1 lesson per day, 60–90 minutes.

• About 1 semester of instruction

UNIT	1	2	3	4	5	6	7	8	9	10	11	12	13
Phonemic Awareness and Phonics Skills are reinforced in Daily Routines.	Cc/k/ Rhyming words	Oo/o/	Gg/g/ Rhyming words	Aa/a/	Dd/d/ Final dd/d/ Blend sounds to decode words	Ss/s/ Blend sounds to decode words	Ll/l/ Final ss/s/, ll/l/ Blend sounds to decode words	Ii/i/ Blend sounds to decode words	Tt/t/ Blend sounds to decode words	Ff/f/ Final ff/f/ Blend sounds to decode words	Ee/e/ Blend sounds to decode words	Hh/h/ Rhyming words Blend sounds to decode words	Uu/u/ Blend sounds to decode words
Spelling Skills are reinforced in Daily Routines.	Encode Cc for /k/	Encode Oo for /o/	Encode Gg for /g/	Encode Aa for /a/	Encode Dd for /d/ Encode words	Encode Ss for /s/ Encode words	Encode Ll for /l/ Encode words	Encode Ii for /i/ Spell Memory Word <i>a</i>	Encode Tt for /t/ Encode words	Encode Ff for /f/ Encode words Spell Memory Word <i>I</i>	Encode Ee for /e/ Encode words	Encode Hh for /h/ Encode words Spell Memory Word <i>the</i>	Encode Uu for /u/ Encode words
Comprehension In addition, children <i>use prior knowledge</i> and <i>answer questions</i> in every story lesson.	Strategy: Generate questions Skill: Make and confirm predictions	Strategy: Generate questions Skills: • Draw conclusions • Distinguish between reality and fantasy	Strategy: Generate questions Skill: Recognize plot	Strategy: Recognize text structure Skill: Understand descriptive language	Strategy: Visualize Skills: • Sequence events • Determine cause and effect	Strategy: Generate questions Skills: • Draw conclusions • Recognize plot: Problem and solution • Identify genre • Identify main idea and details	Strategy: Recognize text structure Skills: • Recognize rhythm and rhyme • Determine important ideas	Strategy: Generate questions Skills: • Sequence events • Draw conclusions • Understand characters	Strategies: • Monitor comprehension • Visualize Skills: • Draw conclusions • Recognize patterns in text • Determine important ideas	Strategy: Summarize Skills: • Compare and contrast • Recall details • Understand speech balloons	Strategy: Visualize Skills: • Draw conclusions • Distinguish between reality and fantasy	Strategy: Generate questions Skills: • Draw conclusions • Recognize plot: Problem and solution	Strategies: • Generate questions • Monitor comprehension Skills: • Determine cause and effect • Describe setting
Vocabulary Words and concepts are discussed with the introduction of each Superkid and with stories.	Foods Kitchen tools Recipes	Art supplies Animals	Gas stations Smells Zoo animals	Camping Adventures Neighborhoods	Inventions Fixing toys	Sports Seasons Weather	Rooms and household furnishings	Television Sleepovers Memory Word <i>a</i>	Musical instruments Games	Fishing Memory Word <i>I</i>	Puzzles Riddles	Car parts Racing Memory Word <i>the</i>	Memory Words <i>the, Superkids,</i> and Superkids' names
Fluency Skills are modeled and taught in story lessons.	Speak as a story character	Speak as a story character	Speak with appropriate stress	Recite lines of a poem rhythmically	Speak as a story character	Speak at an appropriate rate	Recite a poem rhythmically	Speak as a story character	Observe punctuation Speak with appropriate stress	Speak at an appropriate rate	Speak with appropriate pitch and volume	Read with natural phrasing Speak as a story character	Observe punctuation Read with expression Speak with appropriate stress
Writing Includes dictated and independent writing. Handwriting is reinforced in Daily Routines.	List of things students like to do Labels for paired items Captions about a story event	Facts about animals Sentence about a made-up animal New story ending	Sentences describing Golly Complete a tongue twister	Story ending for an adventure Sentences about pretending	Class story about an odd invention Labels for a diagram	Poster about a party Sentences about a problem and solution Facts about the seasons	Labels for a room Sad and glad story Poem verse	Caption about a TV show Description of a TV show Invitation for a party	Sentences about favorite games Class story with a pattern Story titles	New story ending Dialogue for speech balloons Questions about animals	Labels for items in a trunk Riddle about a gift Caption about an enchanted forest	List of things with wheels Story extension Caption about an adventure	Class book about school activities Story events about Golly A letter to the Superkids

Core Instruction in Kindergarten *(continued)*
Level 2: *Superkids' Club*

Pacing Information for *Superkids' Club*

- 11 units, 60 lessons
- Each unit takes about 1 week to teach.
- Teach 1 lesson per day, 60–90 minutes.
- About 1 semester of instruction

UNIT	1	2	3	4	5	6	7	8	9	10	11
Phonemic Awareness and Phonics Skills are reinforced in Daily Routines.	<i>Bb/b/</i> Distinguish <i>b/b/</i> and <i>d/d/</i> Blend sounds to decode words	<i>Rr/r/</i> Identify rhyming words Blend sounds to decode words	<i>Nn/n/</i> Blend sounds to decode words	<i>Mm/m/</i> Blend sounds to decode words	<i>Pp/p/</i> Blend sounds to decode words	<i>Vv/v/</i> Distinguish <i>f/f/</i> and <i>v/v/</i> Blend sounds to decode words	<i>Ww/w/</i> Blend sounds to decode words	<i>Kk, ck/k/</i> and <i>Qu, qu/kw/</i> Blend sounds to decode words	<i>Jj/j/</i> Identify rhyming words Blend sounds to decode words	<i>Xx/ks/</i> and <i>Yy/y/</i> Blend sounds to decode words	<i>Zz/z/</i> Final <i>zz/z/</i> Blend sounds to decode words
Spelling Skills are reinforced in Daily Routines.	Encode <i>Bb</i> for <i>/b/</i> Encode words Spell Memory Word <i>of</i>	Encode <i>Rr</i> for <i>/r/</i> Encode rhyming words and other words	Encode <i>Nn</i> for <i>/n/</i> Encode words Spell Memory Word <i>no</i>	Encode <i>Mm</i> for <i>/m/</i> Encode words Spell Memory Word <i>for</i>	Encode <i>Pp</i> for <i>/p/</i> Encode words Spell Memory Word <i>put</i>	Encode <i>Vv</i> for <i>/v/</i> Encode words	Encode <i>Ww</i> for <i>/w/</i> Encode words Spell Memory Word <i>to</i>	Encode <i>Kk</i> and <i>ck</i> for <i>/k/</i> Encode <i>Qu, qu</i> for <i>/kw/</i> Encode words Spell Memory Word <i>like</i>	Encode <i>Jj</i> for <i>/j/</i> Encode rhyming words and other words Spell Memory Word <i>said</i>	Encode <i>Xx</i> for <i>/ks/</i> and <i>Yy</i> for <i>/y/</i> Encode words Spell Memory Word <i>you</i>	Encode <i>Zz</i> for <i>/z/</i> Encode words with plural <i>-s</i> and other words Spell Memory Word <i>was</i>
Comprehension In addition, children <i>use prior knowledge</i> and <i>answer questions</i> in every story lesson.	Strategy: Generate questions to make predictions Skills: <ul style="list-style-type: none">• Draw conclusions• Recall details• Follow written instructions	Strategy: Generate questions to determine important ideas Skill: Determine cause and effect	Strategy: Monitor comprehension Skill: Compare and contrast	Strategy: Generate questions to make predictions Skill: Determine important ideas	Strategy: Summarize Skills: <ul style="list-style-type: none">• Determine important ideas• Associate pictures with words	Strategy: Visualize Skills: <ul style="list-style-type: none">• Associate pictures with sentences• Sequence events• Understand characters	Strategy: Generate questions to distinguish reality from fantasy Skill: Describe setting	Strategies: <ul style="list-style-type: none">• Recognize text structure• Generate questions to confirm predictions Skills: <ul style="list-style-type: none">• Make and confirm predictions• Understand characters• Draw conclusions	Skills: <ul style="list-style-type: none">• Sequence events• Recognize rhythm and rhyme• Associate pictures with sentences	Strategy: Monitor comprehension Skills: <ul style="list-style-type: none">• Associate pictures with words and sentences• Draw conclusions	Skills: <ul style="list-style-type: none">• Associate pictures with words and sentences• Recall details• Sequence events
Vocabulary and Grammar Words and concepts are discussed at the beginning of each unit and with stories.	Clubs Bakery items Plural <i>-s</i> Contraction <i>let's</i> Memory Word <i>of</i>	Cleaning tools and tasks Rebuses Synonyms	Leadership Position words <i>on, in</i> Idioms Multiple-meaning words Memory Words <i>no, Supernoodle</i>	Scavenger hunts Synonyms and antonyms Memory Word <i>for</i>	Picnics Adjectives Memory Word <i>put</i>	Veterinarians Abbreviations <i>vet, Dr.</i> Singular possessives Synonyms	Make-believe games Onomatopoeia Idioms Memory Word <i>to</i>	Plays and theaters Rebuses Idioms Multiple-meaning words Memory Word <i>like</i>	Tongue twisters Memory Word <i>said</i>	Reusing and recycling Abbreviation <i>TV</i> Plural <i>boxes</i> Compound words Story concept words Memory Word <i>you</i>	Photo albums Singular and plural nouns Words for time Verbs Memory Word <i>was</i>
Fluency Skills are modeled and taught in story lessons.	Read with expression	Read with natural phrasing	Read with expression	Read with natural phrasing	Observe punctuation	Read at an appropriate rate	Read with appropriate stress	Read with expression Use proper pitch and volume	Read a poem rhythmically	Observe punctuation	Read with natural phrasing
Writing Includes dictated and independent writing. Handwriting is reinforced in Daily Routines.	List of classroom items Class book about the classroom Caption about a clubhouse	Sentences about a favorite color Description of the <i>Superkids'</i> bus	Sentences about club activities	List of items for a scavenger hunt Explanation of how to find an item	Description of an odd picnic	Poster about pet care tips Get-well cards	Class travel guide about make-believe planets	Sentences about a pet Review about a show or story	Dialogue sentences about games Stories with rhyming words	Caption about a fixed-up box Opinion with supporting reasons about fixed-up boxes	Writing process: Plan, draft, revise, and publish a story about being the leader of the <i>Superkids'</i> club

Core Instruction in First Grade
Level 3: *Adventures of the Superkids*

Pacing Information for *Adventures of the Superkids*

- 10 units, 81 lessons
- Each unit takes about 1.5 weeks to teach.
- Teach 1 lesson per day, 90 minutes.
- About 1 semester of instruction

UNIT	1	2	3	4	5	6	7	8	9	10
Phonemic Awareness and Phonics or Structural Analysis Skills are reinforced in Daily Routines.	sh/sh/; ch, tch/ch/	th/th/, wh/hw/	ng/ng/, le/əl/	er/èr/ -ed/ed/, /d/, /t/	Short-vowel words with endings -ing, -ed	Distinguishing between short- and long-vowel sounds Long-vowel patterns (CV words)	Long-vowel patterns (CVCe words)	CVCe words with endings -ing, -ed	Long-vowel patterns (CVVC words) CVVC words with endings -ing, -ed, -er, -est	Contractions with n't Compound words Identifying base words in words with endings
Spelling Skills are reinforced in Daily Routines.	Encoding: Words with sh, ch, and tch Memory Words: I, my, she, her, he, his	Encoding: Words with th and wh Memory Words: where, what, why, when, which, who	Encoding: Words with ng and le Memory Words: do, have, show, how, me, a	Encoding: Words with er and -ed Memory Words: look, your, the, was, are, for	Encoding: Adding -ing and -ed to short-vowel words Memory Words: there, from, be, to, we, or	Encoding: CV words; plurals -s, -es Memory Words: said, only, you, out, of, here	Encoding: CVCe words; plurals -s with CVCe words Memory Words: oh, any, day, good, very, want	Encoding: Adding -ing, -ed to CVCe words Memory Words: boy, two, about, girl, over, before	Encoding: CVVC words; adding -ing, -ed, -er, -est to CVVC words Memory Words: would, could, some, one, new, were	Spelling: Contractions with n't
Comprehension Skills are explicitly taught in story lessons. In addition, children <i>use prior knowledge</i> and <i>answer questions</i> during every story lesson.	Strategy: Monitor comprehension Skills: <ul style="list-style-type: none">•Plot: Problem and solution•Rhyme and rhythm•Cause and effect	Strategy: Monitor comprehension Skills: <ul style="list-style-type: none">•Understand characters•Determine important ideas	Strategy: Generate questions Skills: <ul style="list-style-type: none">•Plot: Problem and solution•Recognize patterns in text•Sequence events	Strategy: Summarize Skills: <ul style="list-style-type: none">•Compare and contrast texts•Recognize patterns in text, rhyme, and rhythm	Strategies: <ul style="list-style-type: none">•Generate questions•Monitor comprehension Skills: <ul style="list-style-type: none">•Understand characters•Cause and effect	Strategies: <ul style="list-style-type: none">•Visualize•Recognize text structure Skills: <ul style="list-style-type: none">•Draw conclusions•Recognizing patterns in text	Strategy: Use prior knowledge Skills: <ul style="list-style-type: none">•Plot: Beginning, middle, end•Recognize descriptive language	Strategy: Generate questions to make and confirm predictions Skill: Sequence events	Strategies: <ul style="list-style-type: none">•Monitor comprehension•Recognize text structure Skills: <ul style="list-style-type: none">•Setting•Identify a fable's lesson(s)	Strategies: <ul style="list-style-type: none">•Summarize•Generate questions Skills: <ul style="list-style-type: none">•Plot: Beginning, middle, end•Draw conclusions•Identify a story's lesson(s)
Vocabulary and Grammar Words and concepts are discussed before, during, and after reading Reader stories.	Nouns Pronouns and referents Synonyms Multiple-meaning words Idioms Story words (words important to a story, but not yet decodable)	Onomatopoeia Question words Story words	Onomatopoeia Categorizing words Sequence words Story words	Sort nouns and verbs Meaning of -ed ending Prefix un- Idioms	Meanings of -ing, -ed endings Idioms Adjectives Antonyms Conjunctions <i>and, or</i>	Categorizing (real vs. pretend) Plurals -s, -es Idioms and words	Plurals -s (with CVCe words) Story words Use context clues Possessive singular nouns	Use context clues Idioms	Adjectives Verbs (time of action) Comparative and superlative adjectives Story words and idioms	Compound words Names for baby animals Nouns with -er ending Story words and idioms
Fluency Skills are modeled and taught in story lessons.	Read with expression Read rhythmically Observe punctuation	Observe punctuation Read with expression	Read with natural phrasing Read rhythmically	Read at an appropriate rate Read rhythmically	Use typographical clues Read with natural phrasing and appropriate stress	Read with expression Read rhythmically	Read with expression Read rhythmically	Read with expression and appropriate stress	Read at an appropriate rate Use proper pitch and volume	Read with expression Read with natural phrasing
Writing Expressive writing activities are listed. Handwriting is practiced in Daily Routines.	Sentences about an event Directions for how to do something Shop signs	Questions about something interesting Riddle about an animal	Shared story Sentences about connected events Pattern poem	Sentences about problem and solution Sensory poem Sentences about favorite activities	Plan for a character using a graphic organizer Story about a character	Dialogue between characters Sentences about a character	Plan for a problem-and-solution story using a graphic organizer Problem-and-solution story	Revision of a problem-and-solution story Sentences about a main idea	Writing process: Plan and draft a story with characters, a problem, and a solution	Writing process: Revise, edit, and publish a problem-and-solution story

UNIT	1	2	3	4	5	6	7	8	9	10
Phonemic Awareness and Phonics or Structural Analysis Skills are reinforced in Daily Routines.	y/ī/, y/ē/, ay/ā/	Adding -er, -est, -es, and -ed to words ending in y Identify base words in words with endings	Contractions formed with is, am, are, will Long-vowel trickers (open syllable vowel pattern)	aw/ô/, all/ôl/	r-controlled vowels: ar/är/; or/ôr/; er, ir, ur/êr/	oi, oy/oi/	Trickers with ar, or, ear/êr/	ou, ow/ou/; ow/ô/	oo/ôô/; oo/ôô/	Soft c/s/ and g/j/ Trickers with tag-along e
Spelling Skills are reinforced in Daily Routines.	Encoding: Words with y and ay Memory Words: down, too, work, many, first	Encoding: Words with ier and iest Memory Words: their, now, always, because, been	Encoding: Long-vowel trickers Spelling: Contractions formed with is, am, are, will	Encoding: Words with aw and all Memory Words: come, coming, they, our, put	Encoding: Words with r-controlled vowels Memory Words: cold, know, does, laugh, both, again	Encoding: Words with oi and oy Memory Words: kind, buy, find, right, wash, light	Encoding: Trickers with ar, or, ear/êr/	Encoding: Words with ou and ow Memory Words: warm, walk, give, once, done	Encoding: Words with oo Memory Words: live (/liv/), eight, old, hold, write	Encoding: Words with soft c and g; trickers with tag-along e
Comprehension Skills are explicitly taught in story lessons. In addition, children <i>use prior knowledge</i> and <i>answer questions</i> during every story lesson.	Strategy: Recognize text structure Skill: Sequence steps	Strategy: Monitor comprehension Skill: Understand setting and its importance	Strategy: Monitor comprehension Skill: Identify main idea and supporting details	Strategies: • Monitor comprehension • Summarize Skills: • Plot: Beginning, middle, end • Sequence events • Cause and effect • Draw conclusions	Strategies: • Use prior knowledge • Monitor comprehension Skills: • Draw conclusions • Recognize patterns, rhyme, and rhythm • Understand characters	Strategy: Generate questions Skills: • Plot: Beginning, middle, end; Problem and solution • Cause and effect • Understand characters	Strategies: • Generate questions • Recognize text structure • Visualize Skills: • Compare/contrast texts • Sequence steps • Understand characters, descriptive language • Draw conclusions	Strategies: • Use prior knowledge • Summarize Skills: • Identify lesson(s) that a story teaches • Understand characters • Cause and effect • Sequence events	Strategy: Generate questions Skills: • Distinguish between reality and fantasy • Plot: Problem and solution • Categorize books	Strategy: Use prior knowledge Skills: • Identify main idea and supporting details • Identify lessons that stories teach
Vocabulary and Grammar Words and concepts are discussed before, during, and after reading Reader stories.	Homophones <i>to, two, too</i> Categorizing (weather words) Adjectives ending in -y Story words	Comparative and superlative adjectives Homophones <i>their, there</i> Idioms and story words Verbs and endings -es, -ed	Homophones <i>you're, your</i> Idioms and story words Adjectives Synonyms	Multiple-meaning words Categorizing (basketball words) Antonyms Titles of TV shows	Synonyms and story words Homophones <i>know, no</i> Categorizing (fire words) Onomatopoeia Adjectives ending in -ful	Homophones <i>by, buy</i> Idioms and story words Adverbs ending in -ly Synonyms Multiple-meaning words	Sequence words Adverbs ending in -ly Idioms and story words Synonyms	Homographs <i>bow/bô/</i> and <i>bow/bou/</i> Synonyms Categorize words Idioms and story words	Homographs <i>live/liv/</i> and <i>live/liv/</i> Homophones <i>eight, ate; write, right</i> Idioms and story words	Multiple-meaning words Antonyms Use a dictionary
Fluency Skills are modeled and taught in story lessons.	Read at an appropriate rate	Read with expression	Observe punctuation Use typographical clues	Read with natural phrasing Read with expression	Read at an appropriate rate Read rhythmically Read with expression	Observe punctuation Read with expression	Use proper pitch and volume Read at an appropriate rate Read with expression	Read with appropriate stress Use proper volume	Read with natural phrasing	Read rhythmically
Writing Expressive writing activities are listed. Handwriting is practiced in Daily Routines.	Directions for a project or game List of things to do	Message with advice Sentences about a personal wish	Writing process: Plan and draft a personal narrative	Writing process: Revise, edit, and publish a personal narrative Sentences about a TV show	Thank-you note Pattern poem about the weather	Labeled diagram Responses to personal questions	Directions with sequence words Story with sequence words	Writing process: Plan and draft a story with a setting, characters, a problem, and a solution	Writing process: Revise, edit, and publish a story with a setting, characters, a problem, and a solution	Research notes Animal report

Core Instruction in Second Grade

Level 5: *The Superkids Hit Second Grade*

Level 6:

The Superkids Take Off

Pacing Information for Levels 5 and 6

• 4 units, 80 lessons per level

• Each unit takes about 4 weeks to teach.

• Teach 1 lesson per day from the Teacher's Guides, 120 minutes.

• Each level is about 1 semester of instruction.

UNIT	1	2	3	4	5	6	7	8
Phonics and Structural Analysis Skills are reinforced in Daily Routines and the Word Work Book and applied in the Decodable Reader.	<i>sh/sh/; ch, tch/ch/</i> <i>th/th/, wh/hw/</i> <i>le/əl/, ng/ng/</i> <i>y/ī/,/ē/; ay/ā/</i> Adjective ending -y CVC, CV, CVCe, and CVVC patterns Contractions with <i>not, is, will, are</i>	<i>s, ss/s/; z, zz/z/</i> <i>ar/ār/; or/ōr/; er, ir, ur, or, ear, ar/ēr/</i> <i>aw/ō/; all, aul, al/ōl/</i> Plural -s, -es Noun ending -er Verb endings -s, -ed, -ing, -es Adjective endings -er and -est Rules for dropping final e, doubling final consonant, changing y to i Recognize syllables	<i>oi, oy/oi/</i> <i>a, e, o/ū/</i> <i>ou, ow/ou/; ow/ō/</i> <i>oo/ōō/; oo/ōō/</i> <i>ew, ue, u/ōō/</i> <i>c/s/, g/j/</i> Trickers with tag-along e Compound words	Silent consonants: <i>kn, gn/n/; wr/r/;</i> <i>mb/m/; igh/ī/;</i> <i>stle, scle/səl/</i> <i>old/ōld/; ost/ōst/</i> <i>ild/īld/; ind/īnd/</i> <i>ea/ē/</i> <i>tion/shən/</i> <i>ph, gh/f/</i> <i>ture/chēr/</i> Prefixes <i>un-, re-</i> Suffixes <i>-ful, -less</i> Use syllables to read longer words	<i>-ff, -ll, -ss</i> <i>a, e/ə/</i> <i>-ey, -ay, ange, eigh/ā/</i> <i>-ey, -ine, -ease, -eeze, ie/ē/</i> Suffixes <i>-able, -ible</i> Prefix <i>un-</i> Contractions formed with pronouns Contractions with <i>will</i> Compound words Use syllables to read longer words	<i>al, au, augh, ough/ō/</i> Open-syllable vowel pattern Words that start with <i>w</i> Prefixes <i>mis-</i> and <i>dis-</i> Rhyming words Trickers with unusual word patterns Compound words	<i>ai, ay, ey, eigh, a_e, -ange, -able/ā/</i> <i>ee, ea, ie, -e, -ey, -y, -eeze, -ease/ē/</i> <i>ie, igh, i_e, -ild, -ind, -y/ī/</i> <i>o_e, oa, ow, oe, -o, -old, -ost/ō/</i> Tricker words Suffix <i>-ness</i>	<i>ui, ew, ou, ue, oo, u_e/ōō/</i> <i>air, ear, are, -airy, -erry, -ary/ār/</i> <i>or, oar, ar, our, oor, ore/ōr/</i> <i>er, or, ir, ur, ear, ure/ēr/</i> Suffixes <i>-er, -or, -ous</i>
Spelling Skills are reinforced in Daily Routines, in the Word Work Book, and on Backpack Pages.	Pattern Words: with <i>sh, ch; th, wh-</i> ; <i>-le, -ng</i> ; CV, CVCe, CVVC Memory Words: 12 each week, 48 for the unit	Pattern Words: with <i>-ss, -zz; ar/ār/; or/ōr/; or, ear, ar/ēr/; aw, all, aul, al</i> Memory Words: 12 each week, 48 for the unit	Pattern Words: with <i>oy, oi; ow, ou/ou/</i> and <i>ow/ō/; oo/ōō/, /ōō/</i> ; soft c and g Memory Words: 12 each week, 48 for the unit	Pattern Words: with <i>kn-, wr-, gn-; igh, -stle,-scle; -old, -ost, -ild, -ind, ea/ē/; -tion, -ation</i> Memory Words: 12 each week, 48 for the unit	Pattern Words: with <i>-ff, -ll, -ss; a, e/ə/; -ey, ay, ange, eigh/ā/; -ey, -ine, -ease, -eeze, ie/ē/</i> Memory Words: 12 each week, 48 for the unit	Pattern Words: with <i>al, au, augh, ough/ō/</i> ; open-syllable vowel pattern; initial <i>w</i> ; compound words Memory Words: 12 each week, 48 for the unit	Pattern Words: with <i>ai, ay, ey, eigh, a_e, -ange, -able/ā/; ee, ea, ie, -e, -ey, -y, -eeze, -ease/ē/; ie, igh, i_e, -ild, -ind, -y/ī/; o_e, oa, ow, oe, -o, -old, -ost/ō/</i> Memory Words: 12 each week, 48 for the unit	Pattern Words: with <i>ui, ew, ou, ue, oo, u_e/ōō/; air, ear, are, -airy, -erry, -ary/ār/; or, oar, ar, our, oor, ore/ōr/; er, or, ir, ur, ear, ure/ēr/</i> Memory Words: 12 each week, 48 for the unit
Comprehension Children always <i>use prior knowledge</i> and <i>answer questions</i> during guided reading. Other skills are taught explicitly.	Connect text to self or life Compare and contrast Draw and support conclusions Identify main idea and supporting details Determine cause and effect Understand characters Sequence events	Make and confirm predictions Sequence events or steps Determine important ideas Understand descriptive language Summarize	Generate questions to determine important ideas Monitor comprehension and use fix-up tips Recognize rhythm, rhyme, and repetition Connect text to self or life Distinguish between reality and fantasy	Use prior knowledge Draw and support conclusions Compare and contrast Understand setting Determine cause and effect	Respond to text Visualize Determine cause and effect Sequence events or steps Recognize plot: Beginning, middle, end Compare and contrast Monitor comprehension and use fix-up tips	Distinguish fact versus opinion Compare and contrast texts or pictures Connect text to self or experience Summarize Make and confirm predictions Draw and support conclusions Recognize plot: Problem and solution Generate questions to make and confirm predictions	Monitor comprehension and use fix-up tips Use prior knowledge Generate questions to determine important ideas Understand characters and setting Visualize Summarize Use graphic organizers	Identify main idea and supporting details Draw and support conclusions Determine cause and effect Identify a story's lessons Generate questions to distinguish between reality and fantasy Monitor comprehension and use fix-up tips
Fluency Skills are modeled and then practiced using SUPER Magazine, Book Club books, the Decodable Reader, and children's own writing.	Read with natural phrasing Use typographical clues	Observe punctuation Read with expression Read with appropriate stress Read with accuracy Read at an appropriate rate Use proper pitch and volume	Observe punctuation Read with expression Read with appropriate stress Read at an appropriate rate Use proper pitch and volume	Observe punctuation Read with natural phrasing	Read at an appropriate rate Use proper pitch and volume Read with natural phrasing Read with appropriate emphasis Read with accuracy	Read rhythmically Read with expression Read with natural phrasing Read with appropriate emphasis Read at an appropriate rate Use proper pitch and volume	Read with natural phrasing Read at an appropriate rate Use proper pitch and volume	Read at an appropriate rate Read rhythmically Observe typographical clues Read accurately Read with appropriate stress

Core Instruction in Second Grade *(continued)*

Level 5: *The Superkids Hit Second Grade*

UNIT	1	2	3	4	5	6	7	8
Vocabulary Words and concepts are discussed before, during, and after reading Decodable Reader stories, SUPER Magazine, and Book Club books.	Understand homonyms and synonyms Examine word usage and effectiveness Understand words important to concept or text Understand idioms, figurative language, and onomatopoeia Use context clues	Understand homonyms Understand words important to concept or text Understand descriptive language, similes, and onomatopoeia Use context clues Classify and categorize words	Understand synonyms, antonyms, homonyms, and sequence words Understand descriptive and figurative language Understand words important to concept or text Examine word usage and effectiveness Use context clues	Understand homonyms and similes Use precise words Understand words important to concept or text Use context clues	Use context clues Understand words important to text Understand idioms, similes, and figurative language Understand adjectives Understand synonyms Understand position words Appreciate descriptive language	Understand words important to text Categorize words Understand antonyms Use context clues Recognize and use words that convey how a character feels Appreciate descriptive language	Understand homonyms Understand words important to text Understand idioms and figurative language Use context clues Understand onomatopoeia Understand synonyms and antonyms	Understand homonyms Understand proverbs Understand words important to text Understand words that describe characters Categorize feelings Noun endings <i>-er, -or</i>
Writing Expressive writing is taught during <i>Write It Right</i> lessons and practiced throughout the program.	Understand types and purposes of writing Use organizational structure Use effective word choice Write in a notebook Use the writing process to write an autobiography	Use effective word choice Focus on a central idea Use organizational structure Dictate or write figurative language Use the writing process to write poetry Evaluate own and others' writing	Use organizational structure Focus on a central idea Write for different purposes Dictate or write questions of inquiry Use the writing process to write a friendly letter	Use sequence words Write explanations with reasons and examples Evaluate own and others' writing Use the writing process to write a book review	Write narrative texts Use the writing process to write a personal story Evaluate own and others' writing	Use the writing process to write an imagined story Evaluate own and others' writing Write a poem that rhymes	Write with a unique voice Use the writing process to write a research report Structure a piece of writing with a beginning, middle, and end	Generate questions for investigation Write a poem Write expository texts for a magazine Evaluate own and others' writing
Study and Research Skills Skills are taught and practiced in the Word Work Book, with SUPER Magazine, and in <i>Write It Right</i> lessons.	Use alphabetical order Use a dictionary Use references and resources Use graphic and semantic organizers Follow written directions	Use alphabetical order Use references and resources Follow written directions Use graphic organizers	Use references and resources Use graphic organizers Interpret information from graphs, diagrams, and charts Take notes Follow written directions	Use a dictionary Use graphic organizers Use references and resources Record knowledge and demonstrate learning	Use a Venn diagram Use references and resources Use graphic organizers Follow written directions Interpret information from graphs, charts, and diagrams	Use graphic organizers Follow written directions Use references and resources Use a table of contents Interpret information from diagrams	Use parts of a book to locate information Use multiple sources of information Take notes Use technology Use graphic organizers Interpret information from diagrams	Record knowledge of a topic Use multiple sources of information Locate and use important areas of the library or media center Take notes Use graphic organizers
Grammar, Usage, and Mechanics Skills are practiced in the Word Work Book and writing activities throughout the program.	Understand and use nouns, pronouns, possessives, verbs, adjectives, and conjunctions Recognize types of sentences Use end punctuation and capitalization rules Recognize and use complete sentences Avoid run-on sentences	Understand plurals Understand and use nouns; verbs; adverbs; comparative and superlative adjectives (<i>-er, -est</i>) Use end punctuation and capitalization rules Use correct word order in sentences	Use periods, commas, quotation marks, and capitalization rules Understand and use adverbs Understand abbreviations Use an editing checklist	Understand and use past-tense verbs Use end punctuation and capitalization rules	Understand past, present, and future tenses Understand and use conjunctions <i>and, but, or</i> Use complete sentences Use commas in dates and letters Understand and use nouns, verbs, adjectives, and adverbs	Understand regular and irregular verbs Understand regular and irregular plurals Understand and use paragraphs Understand and use editing marks Use singular and plural pronouns	Use capitalization rules for titles of texts Understand and use comparative and superlative adjectives	Recognize complete and incomplete sentences Understand and form words with inflected endings and suffixes Use capitalization rules for days, months, and people's titles

Level 6: *The Superkids Take Off*



Happily Ever After

is a **reading readiness** program
with **children's literature** at its heart.



The program is designed to give **children**
the **foundation** they need to be **successful**
when they begin formal reading instruction.
Well-known, **beautifully illustrated** selections
of children's literature are the basis
of the **10 units** in the program.

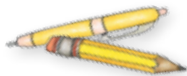


The Superkids Reading Program

is a **phonics-based** program
for **kindergarten** through **second grade**
that teaches **all aspects** of reading
seamlessly **integrated** with the language arts.

Built on scientific research and **proven** pedagogy,
it combines **rigorous** instruction
with **highly motivating** materials.

Kids and teachers **love** it!



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To learn more about the Superkids Reading Program, call **866-370-7323** or visit **superkidsreading.org**.